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ABSTRACT

This is the sixth in a series of six monographs developed to help local educators use and report Michigan Educational Assessment Program (MEAP) test results. Because the media help shape public opinion, educators need to carefully plan a comprehensive reporting campaign which quickly and accurately gets information on MEAP test results to media representatives. Preliminary steps include: deciding the purposes of communication; selecting goals; and determining the person in the school district primarily responsible for coordinating the communications program, writing news releases, and working with media representatives. This coordinator should establish personal contact at each newspaper, radio, and television station in the school district area. Two types of communications should be made to reporters: (1) a background report before test results are released, focusing on the purpose of MEAP tests and how the results will be used; and (2) a report on actual test results, carefully organized and including other measures of school district achievement. The communications program should be evaluated and modified annually. Any program must be accompanied by appropriate efforts to use MEAP results to review and revise curriculum and instruction. Appendixes contain a MEAP fact sheet, a sample news release, sample data charts, suggested reporting topics, and a reporting campaign planning chart. (BS)

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MONOGRAPH #6
REPORTING TEST RESULTS
TO THE PUBLIC

Written By:
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USING AND REPORTING TEST RESULTS IS
A SERIES OF SIX MONOGRAPHS, DEVELOPED
AND PRODUCED BY MICHIGAN EDUCATIONAL
ASSESSMENT PROGRAM STAFF TO HELP LOCAL
EDUCATORS USE AND REPORT TEST RESULTS.

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INTRODUCTION

Each fall the Michigan Educational Assessment Program (MEAP) tests all fourth, seventh, and tenth graders in reading and mathematics. And each winter local newspapers report the MEAP test results in ways that sometimes please, but more often upset local educators.

Reporters are not necessarily unsympathetic to educators' reactions to how the results are presented, but they are obligated by the expectations of their editors and the tradition of their business to produce "a good story"--that is, one that sells papers as well as "informs the public". This set of expectations may be in direct conflict with the expectations of educators that the MEAP results be reported in context and not be compared with the results from other districts. However, although reporters do try to write attention-getting stories, they still usually try to get the best, most accurate information they can as a basis for their reports. This is where educators have an opportunity to impact the ways in which the results are reported and the information that is included.

Reporting (or perhaps more accurately, "explaining") assessment results to the public through the media is the focus of this monograph, the sixth in a series of six. The other monographs present ideas about using MEAP results for curriculum and instruction review and revision and reporting results to local school boards. The approach offered here emphasizes the connection between planning for the use of MEAP results and reporting the results. Including information about how the results will be used to improve instruction makes the data themselves more meaningful. Putting the results in this context

gets beyond the numbers and focuses on the implications for learning, which in turn re-emphasizes the purpose for giving the assessment tests--to promote student learning. Although this message does not guarantee that the results will be reported exactly as local educators would ideally like them reported, it can help and does provide the foundation for follow-up meetings with media representatives. Contacting reporters, formatting data, organizing information, and developing the district reporting program are all topics covered by this monograph.

PRELIMINARY STEPS

The image of the public schools held by most people is influenced by what they read in the newspaper, or newsletters, see on television, and hear on the radio. Parents, in addition, hear about schools directly and indirectly through their children. The media, though, have the greatest influence on what parents and others think of schools. Because the media helps shape public opinion, educators need to work closely with media representatives so they can provide the public with accurate and complete information about schools. In addition, other ways of reaching parents and other important groups of the public need to be considered. This can help anticipate problems in the reporting through the media and prepare these audiences for the media stories. For purposes of this monograph, though, only working with the news media to report MEAP results will be discussed.

The job of working with news reporters, especially when presenting MEAP test results, may seem overwhelming and difficult. However, with a little pre-planning and a few basic ideas, school personnel can confidently share assessment results with the public through the media.

One way to help staff feel more confident about reporting is to plan early for the use of the results. Using and reporting scores are closely related activities and both need to be planned for at the beginning of the

school year so they can occur year long, not just when the results are received back in the district. Including information about how the test results will be used to strengthen the curriculum and to remediate student weaknesses will address the "so what?" aspect of reporting the results. It is easier to report the results when school officials know what they mean and what will be done as a consequence of them. Early reports will help media representatives understand the purpose of MEAP, how the results are to be used to benefit students, and why using the scores for comparative purposes is not the most important use of the MEAP scores.

It is also helpful to start by determining the purpose for communication. Before testing even starts, district personnel need to have a clear understanding of what it is that they want to accomplish by reporting assessment results. Some districts have learned the hard way that unless they interpret the results of MEAP for their local media--someone else will. The problem for the district then becomes "defense". The district must attempt to repair the misinterpretations that have been created as a result of ill-informed MEAP reporting.

However, some districts are using MEAP reporting as a way to begin a year-long school district information program. MEAP reporting is a year-round activity. It does not begin on the day that the test results are released. Successful school communicators begin the reporting process by explaining the purpose and the limitations of MEAP before results are received. For example, when the tests are given. They then present the MEAP results later with other important measures of school district accomplishments, and wrap up the year by evaluating the success of their efforts.

Selecting reporting goals is also helpful. (These goals need not be limited to the MEAP program, but can be used to enhance the entire public

image of the schools.) MEAP communication goals might include:

- 1) Making people in the community aware of the MEAP program, its proper uses, and its limitations;
- 2) Encouraging cooperation with teachers and other school district personnel;
- 3) Convincing the public that educators are concerned about the achievement of students; or
- 4) Convincing people to support the schools.

Designing a district reporting program can also involve answering a variety of important questions:

- 1) Who needs to know assessment information?
- 2) What are the steps that can be taken to insure that those who need to know get the information?
- 3) What are the different possible ways to present the information and which one(s) are best for each audience?
- 4) What steps can be taken to insure that the information that is distributed is complete, hits on the major points, and is understandable to those who know very little about the proper uses and the limitations of MEAP or other "reporting tools"?
- 5) What additional information is needed throughout the year? (follow-up reports)
- 6) Has the communication program accomplished its intended purposes?

Answers to the following questions may help clarify these issues:

- What information does each person currently possess?
- Are their interpretations of assessment accurate?
- What is their attitude toward assessment and other testing programs?
- Who else is talking to them about assessment and what are they saying?
- How does the audience feel about the State Department of Education or about the local district as a source of information?

It is also helpful to decide who within the district will have primary responsibility for organizing the communications program and working with media representatives. Ideally, one person in the district should be responsible for working with the media. In a small school district, this may be the superintendent of schools. In other districts, the task might fall to the director of research, the director of instruction, or another administrator. If the district has a public information director, that's the person who should coordinate coverage of the results of testing. However, this communications person, the instructional director, and the research director should all work as a team--one arranging for and hosting briefing sessions for reporters; the research director serving as the interpreter of test results and answering technical questions from reporters; while the instructional director can add how the students tested will be helped and how the results will affect instruction. The communications director will write the news release about test results, but the research and instructional people provide the input for content. However, when districts don't have a person who regularly handles news for the district, it means the job of notifying reporters about test results will probably fall solely to the research or instruction director, an assistant superintendent, or perhaps, the superintendent of schools.

WHERE TO START

First of all, begin with personal contact at each newspaper, radio, and television station in the school district area. This contact should be made long before test results are available. The initial contact person probably will be an editor. Ask if one reporter has been assigned to the "education beat". If not, the contact person may continue to be the editor. A telephone call to the newspaper will identify the appropriate person to be contacted.

Don't overlook radio and television stations that serve the community. Even if the district is one of many in a station's service area, broadcasters may still appreciate a brief tape-recorded report of the test results. Direction of news in a radio or TV station usually rests with the news director. In the absence of that position, the program director should be contacted.

Once a contact is made, ask when it would be convenient to stop by for a visit. If you're too far away to drop in for a visit, ask how and in what way the written report of test results should be formatted.

If a get-acquainted visit is made, keep it brief! Editors and reporters are usually pressed for time. Ask about deadlines and how copy should be presented to them. Let them know when the assessment test results are expected and that a contact will be made once this information is available. Arrange a backgrounding session with the reporter, at a convenient time, but prior to the release of the test results. Personal contacts will help media representatives make a more accurate report of a complex news story to the public.

Later, when the results are released, reporters will probably be provided with detailed reports and graphs. The main points will be covered by the press and summarized by radio and TV. Don't be disappointed if the media does not carry all of the report. What was said or printed, and how that message is absorbed by readers and listeners is really more important than the amount of detail involved in the message. After the article has been published, don't forget follow-up. Whether the article is positive or negative, provide the reporter with a reaction to what was said or printed. Try to emphasize the positive aspects; mention, but don't dwell on the negative aspects. Find out, if necessary, how communication

could have been clearer. This type of follow-up leads to better reporting each year. In addition, these contacts can help in other reporting activities as well.

The two primary types of reports are discussed in the next section of the monograph. The background report prepares reporters to receive the test results, while the report of results gives them the critical information needed to write the news story.

THE BACKGROUND REPORT

A special background report should be made to reporters before the test results are released. This report should contain these parts:

- Introduction
- Description of Purpose of MEAP
- Factual Information About MEAP
- Reporting and Use Plan for District

If reporters are simply given assessment test results without any advance preparation, their interest and attention will naturally focus on the scores (which score is highest, which is lowest, and so forth) rather than on other important information such as why the tests are given, the nature of the tests, etc. That is why many school districts, after making a preliminary, first contact with editors and news directors will arrange for a session to report background information prior to the time when actual results are ready for distribution. Such a session, held shortly before the test results are to be reported, provides the media with background copy for their advance story on the upcoming release of the test data and provides the opportunity to focus on the purpose of the test and how the results will be used. Reporters should be told the purpose of the test, what it seeks to measure, the method of scoring, how to read and understand the test reports, keys to interpretation, and how the results will be used by teachers and district

personnel. (Appendix A contains a MEAP fact sheet which can be used to cover the basic factual information about MEAP.)

REPORTING THE RESULTS

District personnel spend many hours analyzing and studying the test results. Written reports covering the results will consist of many pages. Graphs and charts will be prepared to illustrate the test results story for the district. Then media representatives, armed with this thick report and several graphs, ask "Could you tell me, in one sentence, what the results say?" The reporter isn't trying to disregard a thorough report. He or she may study it carefully before writing the news story. But the request to "boil it all down in one sentence" is a request to find a summary statement that provides a quick overview of the test results. Good communicators are prepared to give reporters the basic information they'll need in order to develop that "lead", or introductory paragraph, for their test results story. In fact, a good written report begins with the salient facts and outcomes at the beginning. Good reports of results start with the important findings at the beginning, and then fill in the details. This type of report is different from those we normally do, where we give all the background first and then state our conclusions.

Some school districts assist reporters by providing an indexed list of highlights as a preface to lengthy reports of test results. This "highlight" list serves as a direction finder--it shows where in the report reporters can find important details of the test results.

Reporters also are given school publications that have been prepared to explain test results to the school staff. Such materials should give the staff a thorough yet simple explanation of why the results are being released,

what tests were administered, which pupils were tested and why. This information to the staff shows principals and teachers how to explain the test results.

The complete data display on test scores, which was or will be presented to the board of education, should be distributed at the news conference.

STRUCTURE AND CONTENT OF THE REPORT OF RESULTS

The following questions can help structure a press release featuring the MEAP test results:

- How did we do?
- Is reading and math achievement improving over last year?
- If so, why? If not, why not?
- What will be done to review and use the results?

Whether a lengthy report is prepared or a brief news release, be sure to include the WHO, WHAT, WHEN, WHERE, WHY, and HOW of assessment testing:

WHO Said It or WHO Did it

"Mathville fourth, seventh, and tenth graders showed only slight improvement in some areas tested on the Michigan Educational Assessment tests taken in late September.

"In a report to the Mathville Board of Education today, Superintendent Phred Smart said..."

WHAT Was Said or Done

"Although we are pleased to see some improvement, much work needs to be done, especially in the area of math.

" ___ percent of the Mathville fourth graders, ___ percent of the seventh graders, and ___ percent of the tenth graders attained 3/4 of the objectives tested at each grade level."

WHERE It Took Place

At the Mathville Board of Education (announcement)

In the Mathville fourth, seventh, and tenth grade classes (test)

In Mathville (improvement)

WHEN It Took Place

Today (announcement)

September (test)

WHY and HOW

"The Michigan Educational Assessment Program (MEAP) is given to every fourth, seventh, and tenth grader in Michigan's public schools each fall. This testing has been required under Michigan law since 1969. The test is used by teachers to design programs to meet special learning needs of students.

"The MEAP helped to determine whether students have learned specific skills in reading and math. Test questions are taken from a pool of questions considered to reflect the basic skills considered critical by Michigan educators." (A sample press release illustrating these ideas is included in Appendix B.)

CHARTS AND GRAPHS

Charts and graphs can also be useful in the release of the MEAP results-- or the results of any other testing program. Appendix C shows a sample chart and graph that is used by some districts to accompany the official release of results.

Take note of the fact that the chart is designed in such a way as to encourage reporters to develop year-to-year comparisons. This presentation of the results may help them avoid unfair comparisons between school districts by giving them a clear and simple alternative.

PUT MEAP IN PERSPECTIVE

Don't forget that there are many other tools that can be used to paint the picture of the total school program:

- How did the district's students do on the S.A.T. tests?
- How does this compare to the last five years, for example?
- Where are the non-college bound students going to find work after they graduate? Are they getting good jobs? How many adults in your community received high school diplomas as a result of your adult education program? What do they think about the school program?

These are important measures of a school district's achievement and can be included to help put the MEAP results in perspective. Appendix D shows a list of some more suggested school reporting topics.

OTHER HELPFUL HINTS FOR WORKING WITH THE MEDIA

- Begin all reporting on assessment with a quick review of the purpose and limits of MEAP. It's O.K. to be repetitive with this information. The reporter will have to provide background for the readers, and s/he will have to rely on your review of the program to write this background.
- Make sure the information given to a reporter or editor will help her or him interpret assessment results to the public.
- When the results are released, sum them up in basic English. Make it a point to compare this year's results with last year's—or compare the results to the state averages. Have an administrator or a classroom teacher, or a custodian, or a secretary read the report of results to determine that they are presented in a way that can be understood by someone who is not supposed to be a testing expert.
- Be very clear about what it is that the school district intends to do with the testing results. Be direct. Don't try to cover-up the fact that the results are not as good as you would like them to be. Tell how the results will be of help to teachers.
- Give the reporter a written list of the other measures of your school district performance.

COMMUNICATIONS CHECKLIST

It may be useful to develop a basic checklist to help monitor the communication program during the year. The communication checklist should contain the following information:

- Who: The list of all key news reporters by name, address, and phone number;
- What: The list of the important information that the news media should be advised of over the school year;
- When: The detailed schedule of MEAP reporting activity;
- How: The itemized listing of the means of reporting assessment and other activities. Examples of previous releases, reports, and charts could be in this file to be used as a reminder.

Take a look at the sample communication timetable and analysis chart in Appendix E. This can be used as a model to design a total communication program.

EVALUATE THE COMMUNICATION PROGRAM

At least once a year, the communication program should be carefully evaluated. Do reporters, parents, and citizens now understand assessment? Do they understand the other means of judging their schools? Which of the several ways you used to reach each audience seemed to work the best? Which conveyed the most accurate information? Did the press refrain from making unfair comparisons this year? Was the work of the district-wide curriculum evaluation committee reported in the press? Etc., etc.

Existing reporting programs must remain flexible to meet district needs. If reporting program modifications are needed, make them at once. Call the local news reporters or editors and ask them if they thought the reporting procedures were helpful. Find out how communication could have been clearer and reporting smoother. At a minimum, a reporting evaluation will be an important step in planning next year's communication program.

JUST A REMINDER . . .

[] Don't Surprise Everybody.

Let the school staff, the public, and the press know ahead of time that test results are going to be released. Use advance news stories, background briefing sessions with reporters, and internal publications to alert people

to the upcoming release of test results. A hasty, poorly organized report may result in improper treatment by media personnel.

[] Do Some Audience Identification.

Ask yourself four, simple questions when you first start to plan the release of testing information. First, ask yourself; "Who needs to know this?" That could mean the school board, the staff, reporters, community opinion leaders, the public, etc. When you've pinned down the "who", ask: "When should they first hear about it?" Communicating test results to the school staff simultaneously with release to news media would prevent teachers from having to first learn of test results by reading the newspaper. Then ask yourself: "What's the best way to get this information to them?" Then: "What will they (each audience) be most interested in?"

[] Set Up a Tight Timetable.

Background briefings should begin ahead of the date of public release of the test results to reporters. Top administrators are informed first, then all school administrators and school building principals. The school staff and the Board of Education receive the report simultaneously.

[] Cover the Inside First.

In other words, provide a simple but clear interpretation for all insiders--those building administrators who will be carrying the message to their staff members. Prepare the graphs and charts they will need to help them. Provide the tools teachers will need to assist them in understanding the data. Better still, develop materials to help teachers learn how to use the test data.

[] Help the Media Interpret to the Public.

Develop a positive working relationship with news media personnel who will have the job of digesting and condensing your test results for the public.

[] Start with a Simple Explanation.

When you begin the public disclosure of test results, explain the purpose of the tests, what they reveal about the schools, and how the information will be used. Many school districts are quick to cover the first two points but it's often up to reporters to ask how the data will be used.

[] Sum Up What the Results Mean.

Explain, in simple terms, what national or state norms are and what they do and don't mean. Make it a point to compare this year's local district assessment test results with those of the previous year's in your district. See if you can compare state assessment test results with results from other tests given in your school district. And, try comparing your test results to what you thought your district should have achieved. Be cautious, however, when comparing your test results with those of neighboring districts.

[] Tell What Will Be Done with the Results of the Testing.

Indicate the district's instructional strengths as revealed by the data. Point out those areas where achievement is low. Explain what district administrators and staff members intend to do with such information. Point out how such test data can be helpful to teachers as they provide for the special learning needs of some children.

[] Take the Testing Story to Targeted Groups.

Don't expect the mass media to do the entire job for you. Messages sent that way don't reach everyone directly. Prepare follow-up messages for parents for distribution in school building or district publications. Explain test results to parent association leaders in a special meeting. After test results have been released through the media, make a special effort to communicate test results to community opinion leaders.

SUMMARY

In closing, the importance of reporting results quickly and accurately should be emphasized. The strategy suggested here emphasizes planning a comprehensive reporting campaign that uses the media to reach many important audiences. The two main types of reports that were discussed were the background report and the report of results. In addition, the topics of contacting the media representatives, formatting data, organizing information and evaluating the communication program's effectiveness were covered. While this is not the only approach to reporting which can be used, it helps to focus attention on the instructional uses of MEAP. This will help avoid the use of MEAP results for comparative purposes and, more importantly, it will help assure that the MEAP results are used to help improve student achievement.

Remember, test results are only as good as the use to which they are put. An effective plan for reporting MEAP test results must be accompanied by appropriate efforts to use the results to review and revise curriculum and instruction, as needed.

For the sake of convenience, the suggestions about reporting MEAP results through the media, as well as other monograph topics, have been singled out and presented separately. However, this method of subdividing a coordinated team effort was adopted to point out the different responsibilities, goals, approaches, techniques, and procedures needed to implement a good use and reporting procedure. Effective reporting is only one part of a larger process to use and report MEAP results effectively.

1. What is the Michigan Educational Assessment Program (MEAP)?

MEAP is a statewide educational testing program.

2. Who is tested?

All Michigan public school fourth, seventh, and tenth grade students.

3. What is tested?

Selected basic reading and mathematics skills.

4. Why are students tested?

To collect information on the status and progress of Michigan basic skills education.

5. When are the fourth, seventh, and tenth grade students tested?

The fall of each year.

6. What kind of tests are used?

Objective-referenced.

7. When were the tests first given?

The 1969-70 school year. However, the objective-referenced tests were first administered in the 1973-74 school year.

8. Where did the objectives come from?

The objectives are statements of basic or essential skills that Michigan parents, citizens, teachers, building and district administrators, and subject area specialists identified as important for all students to have.

9. How many objectives are tested?

<u>SUBJECT</u>	<u>GRADE 4</u>	<u>GRADE 7</u>	<u>GRADE 10</u>
Reading	29	27	28
Math Core	28	28	28
Math Correlates	20	24	28

10. Have the mathematics and reading objectives ever been revised?

Yes. The objectives had been reviewed each year, but major revisions were not initiated until 1976. Revised sets of mathematics and communication skills objectives were approved by the State Board of Education in 1980.

11. Have the tests also been revised?

Yes. New tests, based on the revised objectives, were first administered statewide in the fall of 1980.

12. How many test questions measure an objective?

Three.

13. How do students show they know the objectives tested?

To demonstrate mastery of an objective, a student must answer correctly at least two of the three questions that measure the objective.

14. Who receives the results?

Results are provided for parents, individual students, classrooms, schools, districts, and the state.

SAMPLE NEWS RELEASE

FOR IMMEDIATE RELEASE

DATE:

CONTACT: Public Relations Officer
Mary Green
555-3131

Mathville Schools Cite Late Coverage as Possible Cause for Small Gain in Test Scores

Mathville fourth, seventh, and tenth grade students showed only slight improvement in some areas tested on the Michigan Educational Assessment Program (MEAP) tests taken in late September.

In a report to the Mathville Board of Education, Superintendent Phred Smart said that "although we are pleased to see some improvement, much work needs to be done especially in the area of math". Although Mathville students tested above the state average in a few areas, Smart said, "we are reviewing our math program in light of the fact that many of the concepts tested are not taught to our students prior to the testing date".

___ percent of the Mathville fourth graders, ___ percent of the seventh graders, and ___ percent of the tenth graders attained 3/4 of the objectives at each level.

Smart indicated that seventh grade math will receive considerable study by a district math study committee. The math study committee is comprised of first through ninth grade teachers, the school district math consultant and the building principal.

___ percent of the fourth grade readers at Mathville accomplished 3/4 of the reading objectives compared with ___ percent of the students on a statewide basis.

Seventh graders scored higher than the state average on ___ out of the 25 reading objectives tested with ___ percent of the students mastering at least 3/4 of the objectives as compared to ___ of the students on a statewide

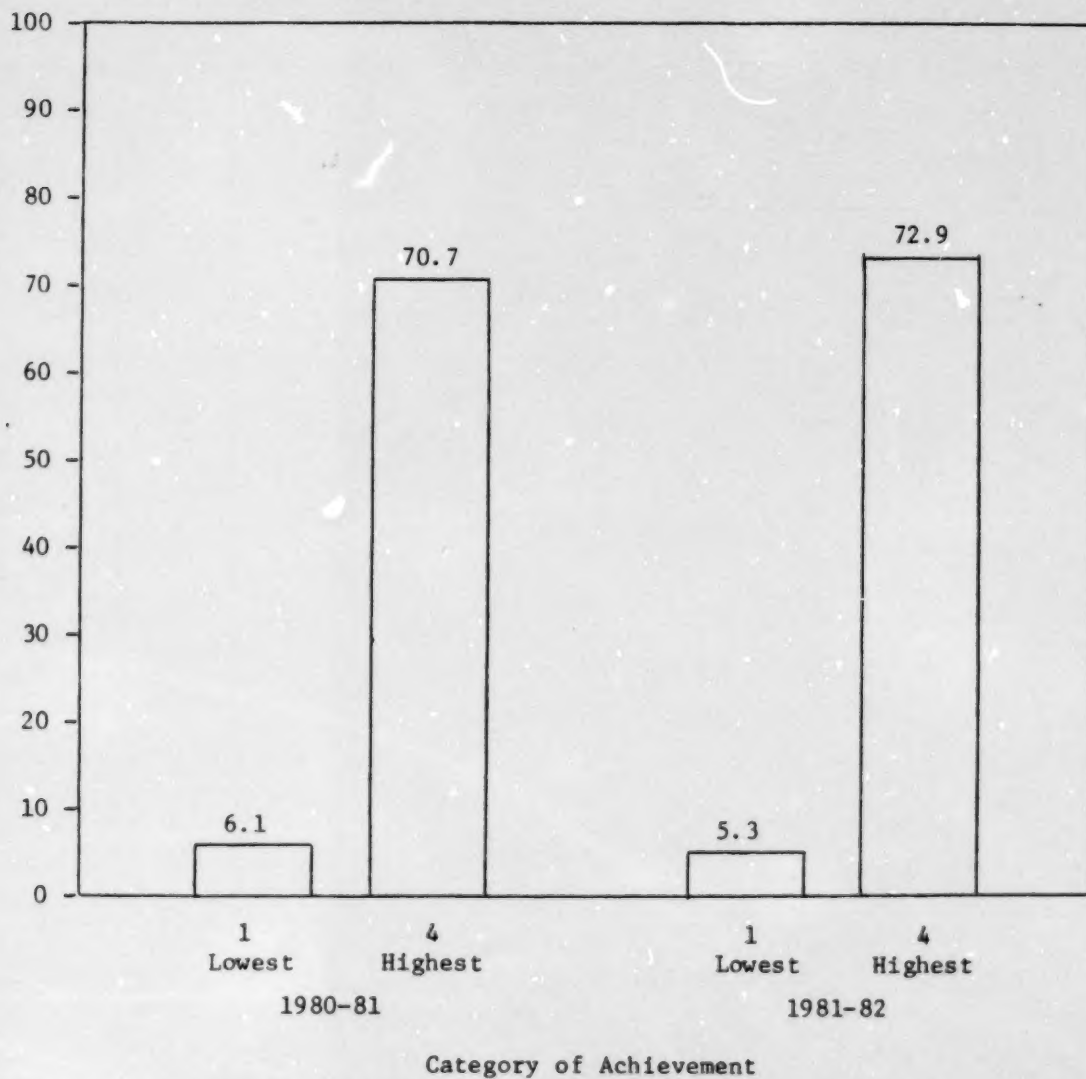
basis. ___ percent of the tenth graders attained 3/4 of the reading objectives compared with ___ percent of the students on a statewide basis.

The MEAP is given to every fourth, seventh, and tenth grader in Michigan's public schools each fall. This testing has been required under Michigan law since 1969. The test is used by teachers to design programs to meet special learning needs of students.

The MEAP helped to determine whether students have learned specific skills in reading and math. Test questions are taken from a pool of questions considered to reflect the basic skills considered critical by Michigan educators.

Copies of the district's assessment results are available to the public at the district administrative offices, 242 13th Street.

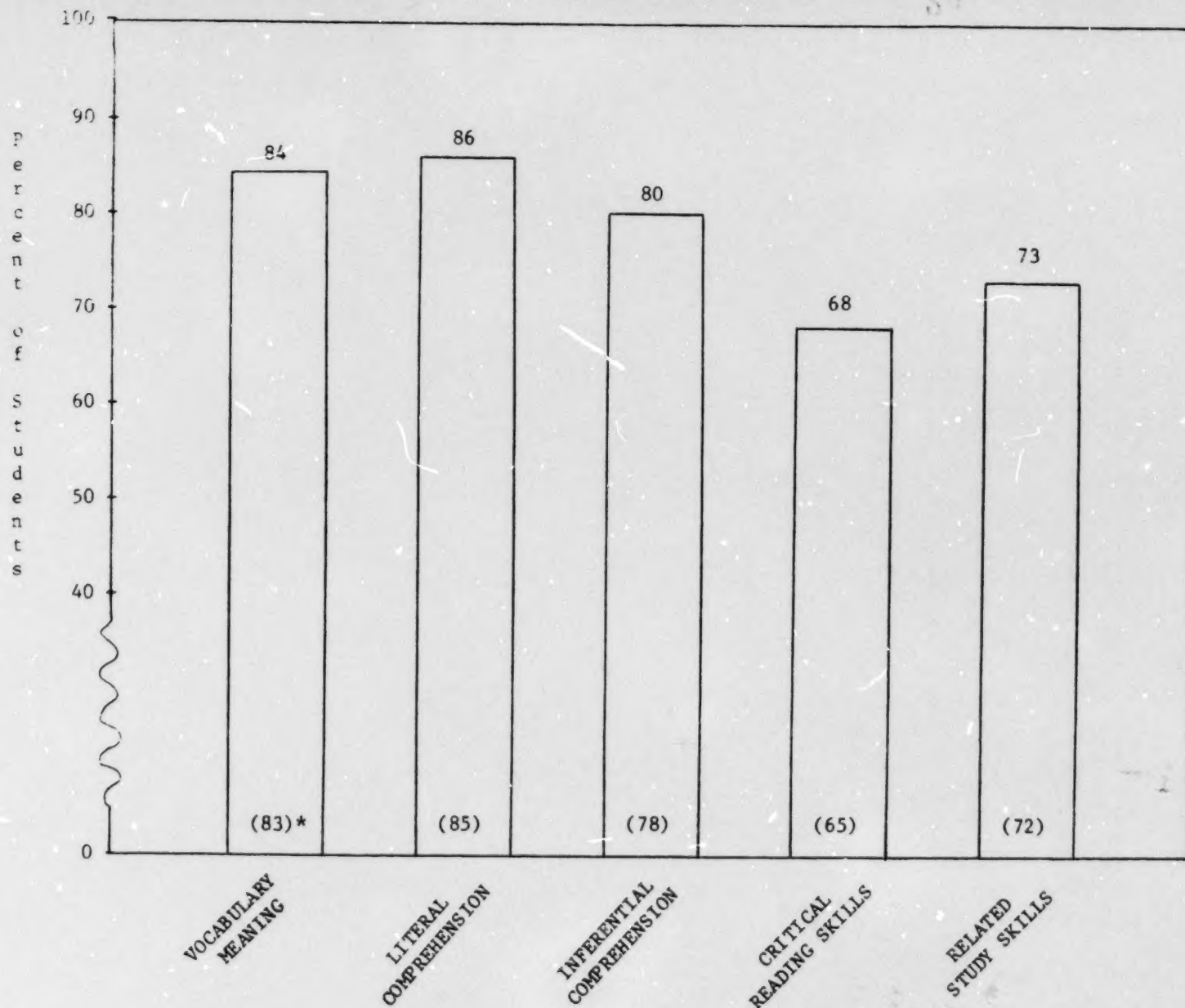
MICHVILLE PUBLIC SCHOOLS--FOURTH GRADE READING



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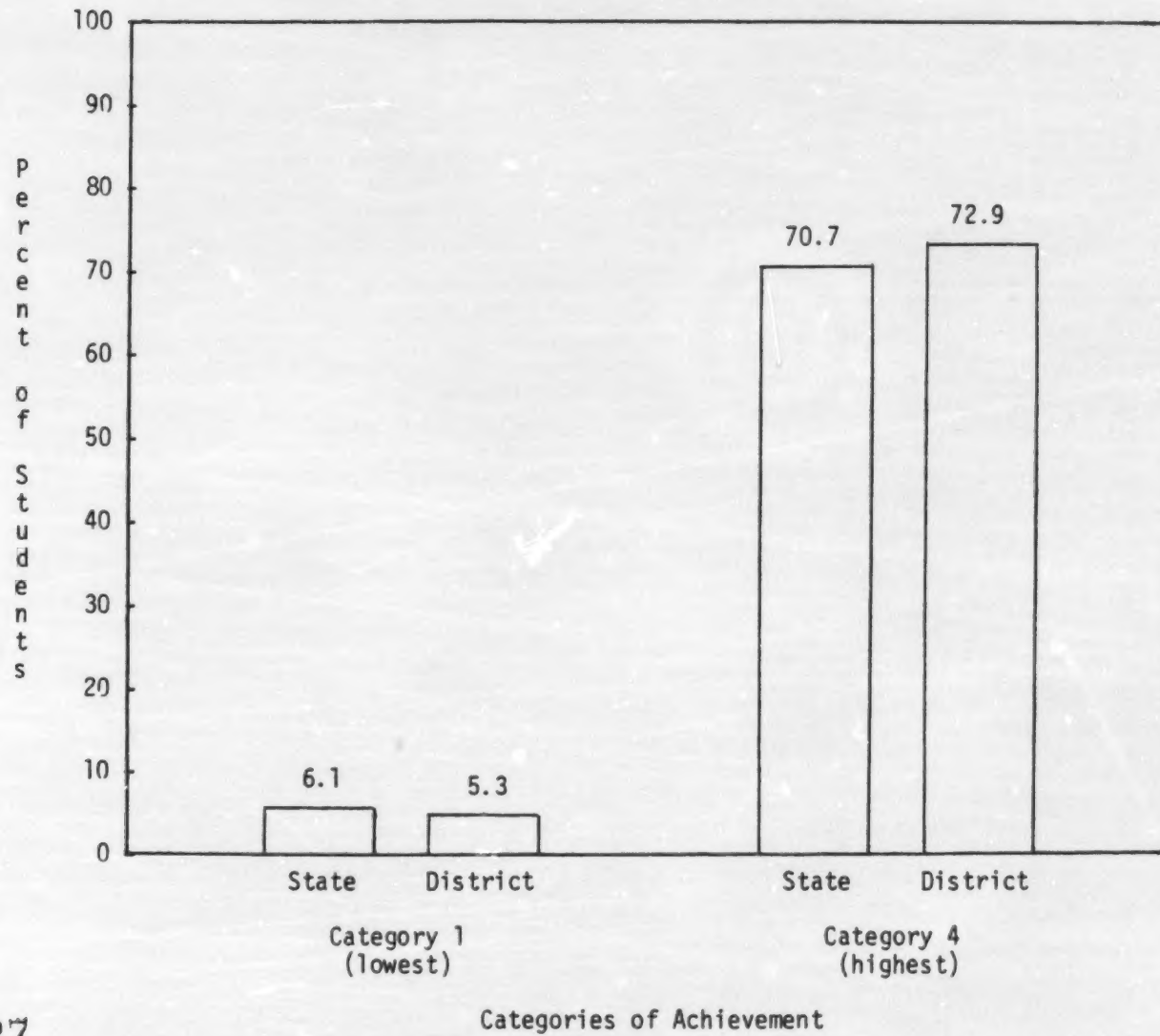
APPENDIX C-1

1981-82 MICHVILLE PUBLIC SCHOOLS SKILL AREA AVERAGES: FOURTH GRADE READING



*Statewide Skill Area Averages for last year (1980-81).

MICHVILLE PUBLIC SCHOOLS AND STATE OF MICHIGAN AVERAGES
FOURTH GRADE READING



Suggested School Reporting Topics

The Michigan Department of Education believes that there are many aspects of schools or districts that provide the basis for interesting reports. These elements provide material for articles or presentations that could be released or given at various times throughout the school year. Providing year-round coverage of the schools could lessen the emphasis that MEAP test scores are given by the media. The following is a list of some topics that could be used by districts to provide a more balanced picture of their schools. Topics could be used in combination.

A. Inputs

1. District or school facilities for vocational education, career development programs, physical education, human ecology, special education, etc.
2. School support personnel (i.e., nurses, school social workers or psychologists, librarians, teacher-aides, custodians, secretaries, curriculum specialists or consultants, student help, special education consultants, etc.)
3. A district's educational philosophy, concerns, and cognitive and affective goals.
4. Financial Resources
 - a. tax base
 - b. per pupil expenditures
 - c. state aid
 - d. federal aid
5. Student/Teacher Ratios
6. Pupil enrollment by grade or by elementary, junior high, and high school.
7. Backgrounds of Teachers
 - a. degrees held
 - b. colleges or universities attended
 - c. previous teaching or work experience
 - d. other interesting information (i.e., foreign countries lived in, awards received, community involvement, outside interests, trips taken, etc.)
8. Support Services
 - a. counseling and guidance
 - b. family services
 - c. special education
 - d. remedial programs
 - e. speech therapy
 - f. nursing and library services
 - g. gifted programs
 - h. summer education and recreation programs
9. Materials and Methods of Instruction
10. Activities Provided for Various Student Interests
11. Parent and Citizen Committees or Councils

B. Activities

1. Special Education Programs (content, types of children served, placement procedures, contact person, etc.)
2. Vocational Education Programs
3. Art Program
4. Music Program
5. Band/Orchestra
6. Girls' Athletics
7. Science Program
8. Language Program (languages offered, resources available, grade levels, pupils enrolled, teaching methods, unusual activities, etc.)
9. Student Community Volunteer Activities
10. Co-ops (number of students involved, type of work, student reaction to, etc.)
11. PTA/PTO Activities
12. Clubs and Extracurricular Activities
13. Field Trips
14. Senior Trips
15. Summer Programs
16. Interesting or Unusual Course Offerings (i.e., Death and Dying, Science projects, Marriage and the Family, Parenting, etc.)
17. Special Holiday Programs/Plays/Open-Houses, etc.
18. Student Fund-Raising Activities

C. Outcomes

1. Number of Students Who Attend College
2. Number of Students Who Get Jobs and Types of Jobs
3. SAT Scores
4. ACT Scores
5. National Mathematics Test Results
6. Athletic Scholarships Received by Students
7. Students Attending Interlochen
8. Science Fair Awards
9. Sports
10. Foreign Study Abroad
11. Academic Scholarships Received by Students
12. Future Plans--Courses to be Offered, Facilities to be Built, etc.

PLANNING A REPORTING CAMPAIGN

School Events and Activities	Accompanying Reporting Activities	Person(s) Responsible	Dates	
			Start	Completion
A. <i>Prior to Testing</i> State Briefings Local Briefings Preparation for testing by Assessment Coordinators, teachers, students, and parents	1. Press Release announcing MEAP test schedule and preparation activities 2. District communications: to teachers to students to parents of students tested to school board on purposes of MEAP			
B. <i>Tests Administered</i>	1. Press Release announcing that testing is in progress			
C. <i>After Testing</i> Results Distributed: District, school, classroom, student, parent Results Reviewed: identify strengths identify weaknesses curricular implications (district, school, class- room) instructional implications develop plans to address weaknesses	1. District communications about avail- ability of results and review processes 2. Prepare reporting package(s): Identify information of interest (more than just MEAP) Identify information available Decide reporting formats Decide reporting schedule ● School Board Report (see Monograph # <u>5</u>) ● Report(s) to Media (see Monograph # <u>6</u>) results and conclusions plans for further action actions taken exemplary activities (esp. those based on use of MEAP data and subsequent planning) ● Parent Report(s) (See Monograph # <u>4</u>) ● Annual Report			
D. <i>Preparation for Next Year's Testing</i> Identify high priority objec- tives (district, school)	1. District communications to teachers, students, and parents about planning activities and procedures			

School Events and Activities	Accompanying Reporting Activities	Person(s) Responsible	Dates	
			Start	Completion
Identify performance expectations (district, school)	2. Press Release about planning in progress (could request community volunteers)			
Identify procedures to be used to achieve expectations	3. Media articles about outcomes of planning activities			
	4. School board follow-up reports			
E. <i>Evaluate the Reporting Campaign</i> Identify strengths and weaknesses	1. Contact audiences to determine reactions to campaign (samples): School board Media Parents Teachers			
F. <i>Plan Next Reporting Campaign</i> Contact media persons (sample?) determine interests determine deadlines Contact parents (sample?) determine interests Contact teachers (sample?) determine interests Contact school board members determine interests				

USING AND REPORTING TEST RESULTS

MONOGRAPH SERIES

<u>NUMBER</u>	<u>TITLE</u>
1	AN OVERVIEW
2	IDENTIFYING AND ADDRESSING STUDENT NEEDS
3	IDENTIFYING AND ADDRESSING CURRICULUM NEEDS
4	REPORTING TEST RESULTS TO PARENTS
5	REPORTING TEST RESULTS TO THE SCHOOL BOARD
6	REPORTING TEST RESULTS TO THE PUBLIC

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